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ABSTRACT

Attitudes toward Clemson University of qualified black and white students were compared. A "qualified" student is defined as an eleventh grader in the public schools of South Carolina's Third Congressional District who has scored at least 78 on the Preliminary Scholastic Aptitude Test. The objective was to identify differences in contemporary black/white images of a public, desegregated institution in order to promote student recruitment and to increase applications from qualified black students. Usable questionnaire responses were obtained from 891 students. Information is presented on the attitudes of black students and white high school students concerning the university's fields of study, the school's academic standards, their need for financial aid, whether the university is interested in black students and the university's treatment of black and white students, possible membership in a sorority, the university's treatment of black faculty members and staff, students' plans to attend postsecondary education, and consultation of students with parents and school counselors about college attendance. Demographic information on the students and their families is included. A literature review and study questionnaire are included. (SW)

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QUALIFIED BLACK STUDENTS' IMAGES OF A PUBLIC DESEGREGATED SOUTHERN UNIVERSITY

by

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Qualified Black Student Images Of a Desegregated Public Southern University

Abstract

The objective of this study was to determine the qualified Black student's image of Clemson University and to compare those with images of similarly qualified White students.

A qualified student is an eleventh grader in the public schools of the Third Congressional District of the State of South Carolina, who has scored 78 or more on the Preliminary Scholastic Aptitude Test. Data was collected using a questionnaire (constructed by the investigator) that was previously field tested in the public schools of the Atlanta (Fulton County, Georgia) system. The collected data was scored, punched, analyzed and evaluated using appropriate statistical techniques.

The significance of this study lies in the possibilities of identifying differences in contemporary Black/White images of a public, desegregated institution of higher education; in providing insights for recruiting and other elements crucial to increasing applications from qualified Black students and encouraging their matriculation; and in the usefulness of findings and their implications for similar institutions.

Chapter I

INTRODUCTION

Clemson University--the state-supported. desegregated, land-grant institution for the State of South Carolina; recognized for its curricula in agriculture and engineering - resulted from the uniting efforts of many organizations and people. Most prominent among those was Thomas Green Clemson (1807-1888) of Fort Hill, South Carolina; the person for whom the University is named. Mr. Clemson's one abiding dream was for the establishment of a state-supported Agricultural College at Fort Hill. That expressed dream supported with an estate and the bulk of a fortune, willed to the state, provided a nucleus for the new school idea.[1]

The will, if accepted by the State, set forth some specifics regarding the design of the program, purposes to be served, the administrative body and curricula offerings for the new school.[2] A decision rendered December 6, 1889, by the Chief Justice of the South Carolina Supreme Court ruled the State had accepted the conditions and terms of the Thomas Green Clemson will.[3,4]

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[1] Thomas Green Clemson, The Will, April 14, 1883.

[2] Ibid., pp. 2-3.

[3] G.E. Metz, Letter to John C. Leland, May 1, 1961.

[4] Wright Bryan, Letter to George E. Welbarne, March 21, 1967.

Located near the end of the Appalachian Chain, in the northwest corner of the State, where Pickens, Oconee, and Anderson county lines meet, Clemson opened its doors for student occupancy on a full-time basis July 7, 1893.[5,6] An enrollment of four hundred forty-six all-male, White students represented the largest enrollment of any educational institution in the State.[7]

During that time, but in a wider focus, South Carolina, twenty other states and the District of Columbia have laws that permitted or compelled the separation of Black and White students in educational institutions. Of those twenty-one states, seventeen had constitutional provisions, state statutes and/or local ordinances that made racial segregation a requirement. The remaining four states made racial segregation a legal option.[8]

Three years after Clemson opened its doors to students, the United States Supreme Court (Plessy vs. Ferguson, 1896) upheld the rights of states to provide separate but equal facilities for Black and White passengers on trains.[9] Until the year 1898, the State of South Carolina resisted the "Jim Crow Car" movement, which had

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[5] Ibid.

[6] G.E. Metz, op. cit.

[7] Margie Covington, "Clemson-From a Dream to Reality," Clemson S.C., Clemson Alumni Journal, vol. 19, No. 4, April 1966, p. 5.

[8] Albert P. Blaustein and Clarence Ferguson, "Segregation and the Law," New Brunswick, N.J., Rutgers University Press, 1957, p. 6.

[9] Plessy vs. Ferguson, United States Supreme Court, 163, U.S. 537 (1896).

completely swept most of the western states in the Southern region.[10] Education was not, then, a serious value especially in the South where virtually no Blacks attended schools.[11] "The separate but equal doctrine, after the United States Supreme Court heard its first school segregation case (Cummings vs. Board of Education, 1899), was accepted to include educational institutions.[12]

Fifty years after Plessy vs. Ferguson (1896) and more than three score years of "Clemson progress toward reality,"[13] the United States had turned from isolationism to be recognized as the most powerful nation in the world. Industrial, farms, economic, and political developments were phenomenal;[14] education had become a most important function of local and state governments;[15] explosions were apparent in every conceivable area of human endeavor;[16] when the United States Supreme Court (Brown vs. Board of Education, 1954) ruled that State imposed segregation was no longer legal - "that separate but equal educational facilities could not be equal."[17]

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[10] C. Vann Woodward, The Strange Career of Jim Crow, New York, Oxford Press, 1966, pp. 67-107.

[11] Charles E. Tusconi and Emmanuel Hurwitz, Education for Whom, New York, Dodd-Mead Co., 1974, p. 36.

[12] Cummings vs. Richmond County Board of Education, United States Supreme Court, 175, U.S. 528 (1899).

[13] Margie Covington, op. cit., p. 5-6.

[14] Charles E. Tusconi and Emmanual Hurwitz, op. cit.

[15] Ibid., p. 35.

[16] Ibid., p. 36.

[17] Brown vs. Board of Education, United States Supreme Court, 347 U.S. 438 (1954).

The student body at Clemson was, yet, all-male and white and uniformed under military circumstances. In 1955, however, the University was demilitarized and designated co-educational.[18]

Although the Supreme Court's decision (Brown vs. Board of Education, 1954) became the law of the land, its immediate passing effect did little to erase racial problems and even less to reduce racial tensions. The years and months that followed recorded bloodshed, murder, destruction, violence and atrocities, supported by confrontation and legal delays of every description in all sections of the nation.[19] When it became apparent that most states in the South (the major point of focus) did not intend to desegregate educational institutions "with all deliberate speed," the courts were forced to resort to considerations as: proper racial mixes in schools and financial responsibilities of communities to support desegregated schools, etc.[20]

Meanwhile back at Clemson, contrary to predictions and expectations of many outsiders, the University (in perhaps its finest hour) on January 28, 1963, quietly and decorously admitted its first Black student. That event and process demonstrated to the State and Nation, Clemson's dedication to and respect for law and order.[21,22]

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[18]"Clemson College," Transgas, August 1963, pp. 17-18.

[19]John Hope Franklin and Isadore Starr, The Negro in 20th Century America, New York, Vintage Books, 1967, pp. 23-38.

[20]Charles E. Tusconi and Emmanual Hurwitz, op. cit., p. 39.

[21]George McMillan, "Integration with Dignity," Saturday Evening Post (Special Report), New York, Curtis Publishing Co., January 1963.

[22]"Wisdom At Clemson" Milwaukee Journal, Milwaukee, Wisconsin, January 29, 1983.

Since January 1963, the University has operated as a desegregated, land grant, Southern institution; nearly ten of those years has been under and approved,[23,24] by Affirmative Action Compliance Program, under the supervision of the United States Department of Health, Education and Welfare (now Department of Health and Human Resources) through the (Atlanta) office of Civil Rights Division.

The first Black faculty member at the University was appointed for the fall semester of the 1969 school year.[25]

The scheme that follows shows the University teaching faculty (full and part time) major ethnic classifications in this study, by numbers, and percentages, for the fall semester of the 1977-1980 school year(s).[26]

MAJOR ETHNIC CLASSIFICATIONS

SEMESTER AND SCHOOL YEAR(S)	BLACK	WHITE/OTHER	TOTAL
Fall 1977	(N=11) Percent .018	(N=594) Percent .981	(N=605) Percent .999
Fall 1978	(N= 9) Percent .014	(N=611) Percent .985	(N=620) Percent .999
Fall 1979	(N=10) Percent .016	(N=613) Percent .983	(N=623) Percent .999
Fall 1980	(N=12) Percent .016	(N=724) Percent .983	(N=736) Percent .999

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[23]William Thomas Letter to President R.C. Edwards, January 16, 1973.

[24]James E. Clyburne Letter to President R.C. Edwards, March 26, 1979.

[25]President R.C. Edwards Letter to Regina Thompson, January 3, 1969.

[26]Records, Personnel Office, Clemson University, August 1981.

This second schema highlights the University's lower and upper division undergraduate enrollments by major ethnic classifications, in this study, with numbers and percentages from the State of South Carolina, for the fall semesters of the 1977-80 school year(s).[27]

SCHOOL YEAR(S)	SOUTH CAROLINIANS BLACK	SOUTH CAROLINIANS WHITE/OTHER	STUDENTS FROM OTHER STATES BLACK, WHITE/OTHER	TOTAL
Fall 1977	(N=34) Percent .003	(N=6973) Percent .80	(N=1701) Percent .195	(N=8708) Percent .998
Fall 1978	(N=33) Percent .003	(N=7225) Percent .803	(N=1744) Percent .192	(N=9052) Percent .998
Fall 1979	(N=51) Percent .005	(N=7261) Percent .781	(N=1979) Percent .213	(N=9291) Percent .999
Fall 1980	(N=65) Percent .006	(N=7251) Percent .769	(N=2113) Percent .224	(N=9429) Percent .999

There were seven thousand, five hundred applicants for admission to Clemson University undergraduate programs for the 1980-81 school year; of that number 213 or .028 percent were from students classified as Black.[28]

In January 1981, the United States Department of Health and Human Resources, again, assessed progress toward desegregation in the educational systems of South Carolina and seven other states. Resulting from that assessment, South Carolina was ordered to file a plan designed to stimulate the desegregation process in her public educational institutions.

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[27]Records, Office of Admissions, Clemson University, August 1981.

[28]Ibid.

During the spring of that year, the state submitted a plan requiring expenditures in excess of nineteen million dollars to satisfy that purpose.[29] Presumably, Clemson University was given access to some of those funds to effect its program.

It seems appropriate to point out here, prior to the United States Department of Health and Human Resources order, some Univeristy units had planned and instituted programs of student recruitment and educational assistance designed to increase Black student enrollment on campus. A summary of those unit activities, participants, and expenditures, since 1978, are listed below.[30]

UNIVERSITY UNITS	TYPE OF PROGRAM SPONSORED	PARTICIPANTS IN PROGRAM	PER YEAR EXPENDITURES
Engineering	Summer training for talented, rising, Black, students at the secondary school level - sophomore and junior classifications	60 sophomores - two weeks 30 juniors - four weeks Ratio: 50/50	$50,000
Agricultural Sciences	Summer training for talented rising Black students at the secondary level - sophomore and junior classifications	juniors - 3 seniors - 1	$ 4,500

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[29]Jan Stucker, "CHE Makes Only Minor Modification to Desegregation Plan," The State, Columbia, S.C., March 6, 1981.

[30]Department Representatives interviewed by Oliver Lumpkin, Clemson University, August 1981.

Revised guidelines[31] (criteria) have been issued for the recruitment of qualified Black faculty members. Presumably, plans for qualified Black student application, enrollment, and sustained matriculation are being launched as well. Plans of this nature, to be productive and effective, must begin with an understanding of Qualified Black Student Images of Clemson University.

Statement of the Problem

The study was designed to answer this question: How do qualified eleventh grade students classified as Black differ from other qualified eleventh grade students with respect to images of Clemson University?

Specific Objectives

The following question is designed to aid in accomplishing the major purpose of this study:

How do qualified eleventh-grade students classified as Black differ from other eleventh-grade students with respect to images of Clemson University? Variables to be studied are:

(a) Talked with guidance counselor about education after high school

(b) Talked with guidance counselor about life's work after high school

(c) Talked with guidance counselor about possible financial aid

(d) Talked with parents about educational plans after high school

(e) Talked with parents about life's work after high school

(f) Talked with parents about financing education after high school

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[31] Bill Atchley, Affirmative Action Policy and Procedures for Recruitment and Appointment of Faculty and Academic Administrators, Clemson University, Clemson, South Carolina, July 8, 1981

(g) Talked with college/university representatives of the college/ university of my choice

(h) Applications made to college/university

(i) Curriculum followed in high school

(j) Subjects liked best in high school

(k) Subjects liked least in high school

(l) Mother's employment

(m) Father's employment

(n) Lives with parents or guardian

(o) Brothers and sisters in home

(p) Persons in home besides family

(q) Educational attainment of mother

(r) Educational attainment of father

(s) Planned educational major

(t) First job aspiration

(u) Level of academic aspiration

(v) Visit to Clemson campus

(w) Relatives or friends at or attended Clemson

(x) Talked with a Clemson representative

(y) Talked with counselor specifically about attending Clemson

(z) Received Clemson information and bulletins

(a-1) Attending Clemson with student aid

(a-2) Academic standards at Clemson

(a-3) Location of University

(a-4) Guidance and counseling at Clemson

(a-5) Grading system at Clemson

(a-6) Treatment of students at Clemson

(a-7) Campus too large

(a-8) Campus too close to home

(a-9) Campus too far from home

(a-10) Clemson exists for select few

(a-11) Clemson more interested in out-of-state students

(a-12) Reasons not included in questionnaire

Basic Assumptions

The basic assumptions upon which this study is based include the following:

1. That images of qualified eleventh-grade students classed as Black are sufficiently different from other qualified eleventh-grade students to warrant separate treatment.

2. That the eleventh grade is the most appropriate level at which to determine the number of qualified Black students and their attitudes toward Clemson University.

3. That qualified Black students at the eleventh-grade level have or are forming attitudes regarding the college/university they will attend.

Limitations of this Study

1. The findings of this study will be applicable only to those qualified students at the eleventh-grade level in the secondary school of South Carolina.

2. The attitudes of qualified eleventh-grade students classed as Black may differ from school to school.

Definition of Terms

The terms listed below are included to provide a common basis for understanding the conduct of the study.

Qualified Student: preliminary determinations are made after consideration of the following: (1) class rank, (2) grade-point average, (3) scholastic aptitude test scores, (4) curricula followed in high school, (5) guidance counselors' recommendations, and (6) standing in the pool of applicants under consideration. The variables listed are, not necessarily in order of importance, qualified and treated with a predictive formula. There are no "cut-off" scores. While it is highly desired that each applicant, admitted, shows a ranking of at least the fortieth percentile of her/his high school class, exceptions do inflence deviations from a strict order of consideration. (For the purpose of this study a scholastic aptitude score of 780 is used).[32]

Image: has been adopted to include the sum total of ones inclinations, feelings, prejudices or biases, preconceived notions, ideas, fears, threats, convictions and/or attitudes about a specific topic, place or person or thing.[33]

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[32]Office of Admissions, op. cit.

[33]L.L. Thurston, "Attitudes Can Be Measured," American Journal of Sociology, 1928, vol. 33, p. 531.

Chapter II

Design and Conduct of the Study

Preliminary Coordinations

In researching a problem and ascertaining the most desirable direction toward which the study should be directed, numerous conferences and telephone conversations were held with Rear Admiral Joseph McDevitt, Executive officer for the University; Mr. Stanley Nicholas, Director, Office of University Research; Dr. Robert Henningson, Associate Director, Office of University Research; Mr. Frank Mauldin, Director, Office of Human Resources; Mr. Ray L. Thompson, Director of Personnel; Mr. Walter Mayfield, Associate Director, Office of Admissions; and other officials at Clemson University. Additionally, conferences and telephone conversations were held with school administrators, teachers, counselors, and others interested in the educational enterprise in the States of South Carolina and Georgia. The investigator gained valuable insights and information from these conferences and conversations.

Determination of Population

The counsel of the Office of University Research, the administrative staff at Clemson University, principals, teachers, and counselors contributed to the investigator's decision, to direct this study toward qualified Black students in secondary schools of South Carolina.

The direction of a study toward qualified Black students seemed advisable since:

1. Assessed progress toward desegregation of the public educational system of South Carolina, by the United States Department of Health and Human Resources demanded a plan for stimulating that process in public schools.

2. Relatively small numbers of Black students from high schools in the State of South Carolina are enrolled at Clemson University.

3. Little was found in literature relating to images or attitudes of Black students in high schools toward desegregated colleges/universities.

4. There were indications that relatively large numbers of Black students in high schools of South Carolina have images or attitudes toward desegregated colleges/universities that differ from other youth in the State.

All public schools in the State of South Carolina have been desegregated.

Selection of Grade Level to be Studied

The population of the high school was limited by designation of the eleventh grade as the level at which a study of qualified Black student images was directed. A study of images at that level seemed most appropriate since "junior status" may be the most critical level for reaching college-bound youth and the earliest grade at which qualifications could be documented. During that period, most students have had the Preliminary Scholastic Aptitude Test and are seriously thinking about finishing high school, entering college/university, and forming objectives for their life's work. Additionally, a study of student images at the eleventh-grade level permits larger numbers of students to be studied than would a study at a higher grade level.

Therefore, all the qualified eleventh-grade students enrolled in public schools of the Third Congressional District of the State of South Carolina were included in the study's population. The Third Congressional District includes ten counties as is indicated on the map included.

Identifying Schools for the Study

Using the South Carolina School Directory, 1981-82, the names and addresses of public schools, by cities and counties, in the Third Congressional District, enrolling eleventh-grade students were identified. Thirty-six schools in ten counties met the criterion. These schools, with their eleventh-grade enrollments, were considered the population for the study.

Population and Sample

The Third Congressional District for the State of South Carolina has ten counties with thirty-six public schools enrolling eleventh-grade students. In this study, the primary unit is a public school in the Third Congressional District of the State of South Carolina enrolling students at the eleventh-grade level.

Only those students who were enrolled in a public school at the eleventh-grade level in the Third Congressional District of the State of South Carolina and having scored 78 or more on the Preliminary Scholastic Aptitude Test are designated as "qualified" and were included in this study's population/sample.

Developing the Instrument

A determination of characteristics to be studied in determining the images of qualified Black students was made after a review of available literature; conferences with school administrators, counselors, teachers, students, and other interested persons; and an

examination pointed up a wide variation of practices used in counties, as well as schools within counties, regarding the kinds and amounts of information kept in students' records and to indicate the degree of specificity needed in the criteria. The nature of available information needed suggested that students' records alone would not supply all the data and information needed; other sources had to be sought. Students themselves seemed to offer a promising source of information regarding current family background, educational plans, aspirations, and attitudes toward Clemson University.

It seemed advisable, then, to construct an instrument that would collect data and information directly from the students under the supervision of the investigator or his designee. The information sought related to family backgrounds, educational plans, aspirations, and attitudes of qualified eleventh-grade students toward Clemson University in the sample/population schools. Designations or indentifications as names of counties, schools, systems, school districts, teachers, administrators, counselors, students, or others were omitted from this study.

The instrument was field tested in the public schools of Atlanta (Fulton County) Georgia. The cooperation of administrators, faculty, counselors and "qualified" eleventh-grade students was obtained through conferences, telephone conversations, letters, and study of the instrument.

The instrument, with instructions, was packaged and sent by mail to the principal of the test school by the investigator for administering. After completion, the questionnaires were returned to the principal's office. Time was allowed for participating students to

indicate areas of difficulties encountered in the questionnaire. The suggestions made by students were used, where possible, for improving the questionnaire.

A letter of appreciation was sent to the administration of the "test" school and the Atlanta Public School System.

At this point, the instrument was ready for data collection.

Data Collection

In an effort to provide the proper atmosphere for collecting data and information for this study, the investigator needed the approval and support of the offices of the principal, cooperation of counselors, teachers and "qualified" eleventh-grade students in sample schools. It was agreed for convenience of the schools and faster responses from students, that the instrument should be administered, by a designee through the office of the principal of sample schools. A plan to accommodate that idea was effected.

The instrument, with instructions, was packaged and mailed, by the investigator, to the office of the principal according to the number of "qualified" students reported in earlier communications. It was agreed that twenty school days--one month--was adequate for data collection.

After a twenty-day school period, a telephone call was made to each of the sample schools to arrange a date for the completed questionnaries to be returned to the investigator. On designated dates, the completed questionnaires were picked up from sample schools by the investigator.

Using the master code form as a guide, the responses from students in each school were p[illegible]d on Office of Management Resource Form Answer Sheets for computer ana[illegible]sis. The OMR sheets represented a profile of

each participating eleventh-grade student in sample schools of the Third Congressional District for the State of South Carolina.

The following schema shows the responses and percentages received:

Questionnaires Mailed	(Volunteered Participation) Questionnaires Returned	Questionnaires Usable	Percentage of Returns
1211	903	891	.99

Analysis of Data

Discriptive data regarding family backgrounds, educational plans, aspirations and images of Clemson University for each of the participating eleventh-grade students in the public schools of the Third Congressional District was obtained. The data was summarized and categorized according to major ethnic classifications. The students who were classed as Black were the study group while those classed as White were the comparison group. Statistical treatments highlighted totals, means and percentages of the two groups.

Chapter III

Review Of Related Literature

This chapter is designed to review the literature related to the images Black students at the secondary school level have of public, southern desegregated universities. Studies and other emperical evidence relating to images Black students have of institutions of higher education are rare. Therefore, while some evidence cited here will not relate directly to the images Black students have of institutions of higher education, it will have some relevance to the problem under investigation. Findings pertaining to the role and importance of student images have been included.

The Role and Importance of Images

Harold Full reports the forces of change have always been and will continue to be at work in educational as well as other institutional environments of the American society. Those changes bring new ideas, problems, insights and attitudes to adults and youth alike. With change, we are not always pleased and are often forced to make new adaptations to new and changing surroundings.[1]

In these new surroundings, there are times when we yearn to escape with a more simple and familiar past when problems and conflicts were less complex and respect was accorded prevailing attitudes and customs, or to a utopia when common consent and majority agreements resolved problems and conflicts, resulting in the attitudes, comforts,

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[1]Harold Full, "The Society: Change and Crisis," Controversy in American Education, Second Ed., New York, MacMillan Co., 1972, p. 7-11.

and securities longed for and needed so much. At other times, problems are faced resentfully, because we feel, we had no part in their creation. In those resentful moments as in times of desired escape, we know there is no escape, or ignoring those problems with all their attending controversies and new attitudes.[2]

Kuh[3] observes that as our world becomes larger, our insights tend to shrink, in repudiation, perhaps of a vastly expanded universe.

Attitudes of and toward American institutions with assigned duties and responsibilities similar to those of public schools, Fischer[4] believes, should expect to be targets for different interest groups. As agents for society, schools are ultimately subjected to public opinion and control. If, however, they are to become more responsive to group pressures, while increasing effectiveness at educating children and youth, more positive attitudes must be directed toward strengthening total programs while safeguarding the integrity of its system as an enterprise serving communities, states, and a nation.

Keppel[5] points out, our image of the total national human resources should focus on the total aggregate of individual applications and excellence. Every instance of undeveloped human aspiration or misused talent is not simply an injustice to the individual but an injury to society as well.

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[2] Ibid., p. 7-11.

[3] Kathryn Kuh, "Arts Voyage of Discovery," Saturday Review, August 29, 1964.

[4] John H. Fischer, "Our Schools: Battle Ground of Conflicting Interest," Saturday Review, March 21, 1964.

[5] Francis Keppel, "The Right and the Responsibility," N.E.A. Journal, October 1963.

Although public schools are becoming more skilled at identifying more able students, Drew[6] states, far too little is being done to broaden and utilize our understandings of youthful attitudes, sustained interests, aspirations--and the contributions these make to the creative and development of students. Without careful consideration for and utilization of those and other youthful qualities, we fall short, not only of applying what is known but of capitalizing on what we could learn about educating the "more able students."

Most Americans, Fischer[7] adds, view public schools as vehicles of great power and potential in developing the understandings and attitudes of youth. But far too many in our ranks fight for the privi-ledge and "steering" and some other for the right to determine the direction and course of travel and only a few have concern for the vehicle itself. We will do well to remember, unless our machine is kept in a constant state of good repair, proper fuel, oils, replacement of worn-out or ineffective parts, and lubrication, we will not be going any place for long; and great will be the disappointments suffered by all.

The world outside the school, Ellul[8] reports, affects the learnings, perceptions and attitudes of youth. It hardly matters "where" or "how" they get their information--radio, television, newsweekly or hearsay--ultimately, it comes in the media. They know, perhaps, as their parents never know, the extent of which events affect them directly: the draft,

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[6]Elizabeth H. Drews, "The Four Faces of Able Adolescents," Saturday Review, January 19, 1963.

[7]John H. Fischer, op. cit.

[8]Jacque Ellul, Propaganda, New York, Alford A. Knoff, 1965.

economy, strikes, crime, drugs, peace marches and all. Their behaviors reflect their attitudes.

When faced with problems of articulation (recruitment, etc.) in schools, the Association for Supervision and Curriculum Development,[9] suggests, administrators and teachers would do well to work together, with other information that which can be supplied by students. Students' responses regarding the learning environment may not always be accurate. but their input could yield significant implications which lead to a more accurate diagnosis and treatment of problems. Children and youth at all levels of maturity respond to life's situation as they see and understand them. They may misinterpret the behaviors of other people and the policies and practices of institutions but they will remember those misinterpretations and recall certain facts which Thurston[10] defines as attitudes, inclinations, feelings, prejudices, preconceived notions, ideas, fears, threats, convictions, or images.

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[9]Association for Supervision and Curriculum Development, "A Look At Continuity in the School Program," Yearbook, Washington, D.C., NEA, 1958, pp. 10-11.

[10]L. L. Thurston, "Attitudes Can Be Measured," American Journal of Sociology, 1958, vol. 33, p. 531.

Chapter IV

Qualified Eleventh Grade Students' Images of Clemson University

This study was conducted to compare selected characteristics and the resulting perceptions of qualified eleventh-grade students who have been classified as Black with other similarly qualified White eleventh-grade students.

The purpose of this portion of the study was to summarize the procedures and techniques employed, present the more important findings, and set forth some conclusions drawn from the study. Conclusions reached and recommendations made are based upon an analysis and evaluation of data gathered from instruments used, data gathered from students in public schools, and from a review of literature related to Black high school youths' images of desegregated colleges and universities.

Recommendations for action are based on the findings and conclusions of the study. Suggestions are made for further study of areas related to programs for Black youth anticipating college entrance.

Need for the Study

The need for the study was founded on the following:

1. Assessed progress toward desegregation in public schools of South Carolina by the U.S. Department of Health and Human Resources demanded a knowledge of the problems and its dimensions for more adequate planning for students who have been classified as Black.

2. Relatively small numbers of Black students from the high schools of South Carolina are enrolled at Clemson University.

3. Little was found in the literature relating to images Black high school students have of public desegregated colleges and universities.

4. There are indications that relatively large numbers of Black South Carolina high school students have images of desegregated colleges and universities that differ from other youth.

Major Purpose of the Study

This study was designed to answer this question: How do qualified eleventh-grade students classified as Black differ from other similarly qualified eleventh-grade students with regard to images of Clemson University?

Specific Objectives

The following questions were designed to aid in accomplishing the major purpose of this study:

1. How do qualified eleventh-grade students classified as Black differ from other similarly qualified eleventh-grade students with regard to family background?

2. How do qualified eleventh-grade students classified as Black differ from other similarly qualified eleventh-grade students with regard to educational planning?

3. How do qualified eleventh-grade students classified as Black differ from other similarly qualified eleventh-grade students with regard to educational aspirations?

4. How do qualified eleventh-grade students classified as Black differ from other similarly qualified eleventh-grade students with regard to images of Clemson University?

Determination of Population

The population of this study was determined through an identification of all public schools enrolling eleventh-grade students in the Third Congressional District for the State of South Carolina. Thirty-six school were identified, and thirty-two schools participated in the study. Those participating schools were the population/sample for the study. In the participating schools, one thousand two hundred eleven eleventh-grade students, scoring 78 or more on the Preliminary Scholastic

Aptitude Test, were identified as "qualified." Nine hundred three or 76 percent of the qualified eleventh-grade students volunteered their participation in the study; 891 or 99 percent of the responses were usuable.

On questionaires constructed by the investigator and field-tested in the public schools of Atlanta (Fulton County), Georgia, students were asked to circle or write in responses that most accurately indicated their understandings, knowledge, or opinions of their family background; plans for the future; and their images of Clemson University.

Comparison of Qualified Eleventh-Grade Students Who Have Been Classified as Black and Other Similarly Qualified Eleventh-Grade Students Based on "Background Characteristics."

Report by student responses		Black No.	White No.
2. I am:	(a) female	41	445
	(b) male	37	368
3. I am:	(ethnic orgin)	78	813
		%	%
4. I am:	(a) 16 years of age	56	62
	(b) 17 years of age	36	38
	(c) 18 years of age	4	0
	(d) 19 years of age	4	0
	(e) 20 years of age or more	0	0
5. I live with:	(a) both parents	69	87
	(b) father only	3	5
	(c) mother only	21	7
	(d) relatives	6	1
	(e) foster parents	0	0
	(f) natural father & step-mother	0	0
	(g) natural mother & step-father	0	0
6. I have brothers and sisters living at home:	not any	40	62
	1-2	28	27
	3-4	25	8
	5-6	5	2
	7-8	1	1
	9 or more	0	0
7. Besides parents or guardians, brothers sisters, and I living at home are:	no one else	85	95
	1-2	7	0
	3-4	7	4
	5-6	1	0
	7-8	0	0
	9 or more	0	0

Report by student responses		Black %	White %
8. In high school, I am following:	(a) general curriculum	8	7
	(b) vocational trade/technical	6	2
	(c) college preparatory	83	90
	(d) other	3	1
9. The subject I like best in high school is:	(a) English	13	19
	(b) Mathematics	38	33
	(c) Science	21	23
	(d) Social Studies	17	16
	(e) other	10	9
10. The subject I like least in high school is:	(a) English	26	24
	(b) Mathematics	29	25
	(c) Science	9	21
	(d) Social Studies	26	24
	(e) other	10	6

	YES		NO	
	Black %	White %	Black %	White %
11. My father or guardian is regularly employed.	81	93	18	7
13. My mother or guardian is regularly employed.	73	68	27	32
12-14. My father/mother is employed as:				
(a) Professional, Technical and kindred workers	8	5	10	12
(b) Farmer and Farm Manager	0	0	6	11
(c) Managers, Official proprietor, except farm	2	0	0	1
(d) Clerical and kindred workers	12	1	2	1
(e) Sales workers	0	0	2	0
(f) Craftsman, foreman and kindred workers	7	4	7	7
(g) Operatives and kindred workers	0	0	3	0
(h) Private household workers	19	[illegible]	22	6
(i) Service workers/except private household	24	26	7	9
(j) Farm laborers and foreman	2	6	3	4
(k) Laborer/except mine and farm	3	3	9	23
(l) Students	13	17	3	7
(m) Housewives	0	2	4	0
(n) Retired, unemployed, and widowed	10	28	21	18

Report by student responses	YES		NO	
	Black %	White %	Black %	White %
15-16 The highest academic level my father/mother completed in school was:				
(a) Elementry school	9	2	1	2
(b) Junior high school	8	6	3	4
(c) High school	40	31	55	43
(d) Vocational trade/technical school	14	7	5	3
(e) Junior College	14	7	17	15
(f) Senior College	7	21	14	17
(g) Masters' degree or above	7	17	4	9
(h) other	1	8	1	7

Comparison of Qualified Eleventh Grade Students Who Have Been Classified As Black and Other Similarly Qualified Eleventh Grade Students Based on "General Educational Planning."

Report by student response	YES		NO		UNCERTAIN	
	Black %	White %	Black %	White %	Black %	White %
17. I plan to continue my education after high school.	94	94	1	0	5	5
18. I will need financial aid to continue my education after high school.	67	42	8	19	25	38
19. My parents or guardians are anxious for me to enter a college/university after high school.	88	91	0	2	12	7
20. Representatives from colleges have visited our school to talk with students about education after high school.	74	78	18	14	8	8
21. I have received bulletins, printed matter or application forms from the colleges of my choice.	59	52	41	44	0	3

Report by student responses	YES		NO		UNCERTAIN	
	Black %	White %	Black %	White %	Black %	White %
27. I will own an automobile while attending college.	37	57	19	7	44	36
28. I will accept a part-time job to help pay for my schooling while attending college.	74	67	4	8	21	25

Report by student responses	FREQUENTLY		SOMETIMES		SELDOM		NEVER	
	Black %	White %	Black %	White %	Black %	White %	Black %	White %
33. I have talked with guidance counselors about educational plans after high school.	32	20	36	39	19	22	13	18
37. I have talked with my parents or guardians about plans for continuing my education after high school.	73	80	17	15	3	3	6	2
38. I have talked with parents or guardians about financial support for continuing my education after high school.	56	33	24	37	12	18	8	11
44. Friends, classmates and I talk about the college/university we wish to attend after high school.	58	52	28	39	8	8	6	1

Report by Student responses	YES		NO		UNCERTAIN	
	Black %	White %	Black %	White %	Black %	White %
22. A Clemson University representative has visited our school to talk with students about education after high school.	31	40	43	34	26	25
23. I have talked with a Clemson University representative about entering Clemson after high school.	5	11	95	88		
24. I have parents or guardians, sister and/or brothers who attended or graduated from Clemson.	3	27	95	72	1	0
25. I have friends and classmates who plan to enter Clemson University after high school.	79	94	6	2	14	4
26. I have filed an application for admission to Clemson University.	7	8	92	81		
29. I would like to join a fraternity/sorority if I attend Clemson University.	53	35	19	23	27	42
30. The athletic program is a major feature attracting me to Clemson.	26	78	74	21		

Report by student responses	FREQUENTLY		SOMETIMES		SELDOM		NEVER	
	Black %	White %	Black %	White %	Black %	White %	Black %	White %
31. I have visited Clemson University's campus.	9	30	18	29	18	19	55	21
34. I have talked with guidance counselors specifically about entering Clemson University.	13	8	12	16	10	13	65	62

Report by student responses	FREQUENTLY		SOMETIMES		SELDOM		NEVER	
	Black %	White %	Black %	White %	Black %	White %	Black %	White %
35. I have been encouraged by guidance counselors to apply for admission to Clemson University	8	7	9	17	16	11	67	64
39. I have talked with my parents or guardians specifically about entering Clemson University.	16	32	21	24	19	18	44	26
40. My parents or guardians discouraged me from applying for admission to Clemson University	3	2	4	4	4	6	88	87
41. I have talked with my teachers about entering Clemson University.	5	9	13	20	21	23	61	48
32. I have talked with guidance counselors about work instead of futhering my education after high school.	1	1	9	4	6	8	83	87
36. I have talked with my parents/guardian about work instead of futhering my education after high school.	3	5	9	10	23	18	65	67

Comparison of Qualified Eleventh-Grade Students Who Have Been Classed as Black and Other Similarly Qualified Eleventh-Grade Students Based on "Academic Aspirations."

Report by student responses	Black %	White %
43. After high school, I plan to finish:		
(a) Vocational Trade/Technical School	12	9
(b) Junior College	5	3
(c) Senior College	42	57
(d) Masters' Degree	21	14
(e) Professional Degree	19	16
(f) Other	0	0
42. If I attend College, I pland to major in:		
(a) Administrative Management	7	7
(b) Agricultural Economic and Rural Sociology	1	10
(c) Mechanical Engineering	8	4
(d) Economic Biology	1	1
(e) Economics	3	1
(f) Agricultural Education	1	0
(g) Textile Chemistry	1	1
(h) Science Teaching	1	0
(i) History	7	1
(j) Natural Science	4	0
(k) Modern Language	6	2
(l) Agricultural Engineering	4	1
(m) Political Science	4	2
(n) Ceramic Engineering	2	2
(o) Sociology	3	2
(p) Chemical Engineering	2	1
(q) Nursing	13	9
(r) Civil Engineering	6	8
(s) Computer Science	4	2
(t) Electrical Engineering	3	1
(u) Mathematical Sciences	2	1
(v) Mathematical Analysis	1	1
(w) Medical Technology	3	2
(x) Physics	11	14
(y) Pre-Physical Therapy	1	0

Comparison of Qualified Eleventh-Grade Students Who Have Been Classed as Black and Other Similarly Qualified Eleventh-Grade Students Based on " Images of Clemson University.

Report by student responses	AGREE		DISAGREE		UNCERTAIN	
	Black %	White %	Black %	White %	Black %	White %
45. Students at Clemson University receive careful and adequate guidance and instruction from their advisors and teachers.	46	51	2	3	51	46
70. Students attending Clemson Univeristy do not receive good advice and instructions from their academic advisors and teachers	6	4	37	45	56	50
47. Students are graded fairly by teachers at Clemson University	52	53	1	3	48	43
49. Clemson University has a good program in the area I plan to major.	49	47	6	19	44	34
58. Academic standards at Clemson University are too high for me.	6	6	51	64	42	29
63. Clemson University's academic standards are too low for me.	6	7	60	72	33	20
65. Clemson University provides scholarships or financial aid for all students who apply for it.	17	7	30	34	53	59
68. Most students attending Clemson University receive scholarships or financial aid.	17	10	9	18	74	71
59. I will attend Clemson University after high school if financial or scholarship aid is provided.	49	36	20	27	31	36

Report by student responses	AGREE		DISAGREE		UNCERTAIN	
	Black %	White %	Black %	White %	Black %	White %
72. Clemson University is too expensive for me to attend.	22	13	21	47	57	40
56. Clemson University is too close to my home for me to be happy while attending College.	6	11	70	74	23	15
60. Clemson University is too far from my home for me to be happy while attending college.	5	3	81	88	14	8
51. Clemson's semi-rual setting is a good location for a college/university campus.	71	89	10	4	18	6
46. Clemson Univeristy is more interested in student scholarship than family background of students enrolled.	32	45	12	9	55	46
48. Among the students who apply for admission to Clemson University, only the most qualified are admitted.	60	54	12	16	28	29
52. Clemson University is more interested in student academic achievements that the racial backgrounds from which students come.	54	70	15	8	31	22
66. Clemson University provides an equal opportunity for all students to get a good education.	63	71	6	6	30	22
50. Clemson is an "elite" university interested in students from well-to-do families.	17	11	31	62	52	26
61. Campus life at Clemson Univeristy is one big, happy family of students and faculty.	31	32	22	16	47	54

Report by student responses	AGREE		DISAGREE		UNCERTAIN	
	Black %	White %	Black %	White %	Black %	White %
69. Most students attending Clemson University become dissatisfied with campus life.	13	2	36	41	51	56
67. I would not attend Clemson University after high school even if financial or scholarship aid was provided.	15	12	59	61	26	26
53. Clemson University is the college/university I am most interested in after high school.	26	39	46	35	28	26
54. My parents are anxious for me to attend Clemson University after high school.	18	39	37	33	44	27
55. Clemson University's interest in Black students is more athletic than academic.	41	30	22	30	36	40
64. Black students are usually treated differently from white students at Clemson.	13	5	25	37	67	57
71. Black students attending Clemson University were as qualified as others at the time of admission	52	37	11	15	36	47
62. Most of the Black students attending Clemson University are not from the State of South Carolina.	9	9	16	11	75	80
73. Black faculty and staff are treated as equals with other faculty and staff at Clemson University.	35	46	1	2	63	52

Report by student responses	AGREE		DISAGREE		UNCERTAIN	
	Black %	White %	Black %	White %	Black %	White %
74. While attending Clemson University, I would want a roommate whose ethnic origin is the same as my own.	35	64	35	19	30	27
75. Most Clemson students are employed in good paying jobs after graduating from the University.	44	52	13	5	43	42
57. Clemson University is more interested in students from outside South Carolina than from within the State.	5	3	39	54	56	42

*76. List at least three or more reasons for choosing Clemson University as your University after high school.
(a) has a good program in my area of interest
(b) close to home
(c) pretty girls
(d) I like Tigers

*77. List at least three or more reasons for <u>not</u> choosing Clemson University as your University after high school.
(a) too close to home
(b) too big
(c) too expensive
(d) I like Gamecocks

*These typical answers were not treated, because they were listed with statements in the instrument or were not relevant to the study.

Summary of Major Findings

General Description of Family Background

Sixty-nine percent of the Black students compared with eighty-seven percent of the White students lived with both parents. Three percent of the Black students and five percent of the White students lived with father only. Twenty-one percent of the Black students and seven percent of the White students reporting lived with mother only. Six percent of the Black students and one percent of the White students lived with relatives. No students in either ethnic classification reported living with foster parents, natural father/stepmother or natural mother/stepfather.

Forty percent of the Black students and sixty-two percent of the White students reported no brothers or sisters lived in the home. Fifty-three percent of the Black students and thirty-five percent of the White students reported no more than four brothers and sisters. Six percent of the Black students and three percent of the White students had not more than eight brothers and sisters living at home.

Eighty-five percent of the Black students and ninety-five percent of the White students reported no one else in the home besides parents/guardians, brothers and sisters. Fourteen percent of the Black students and four percent of the White students reported not more than four other persons living at home besides parents/guardians, brothers and sisters. Only one percent of the Black students and not any of the White students reported six persons living in the home besides parents/guardians, brothers and sisters.

Ninety-two percent of the Black students and one-hundred percent of the White students were in the 16-17 year old category. Eight percent of the Black students and no White students were in the 18-19 year old category.

Fifty-three percent of the Black students and fifty-five percent of the White students in this study were female. Forty-seven percent Black students, compared with forty-five percent White students, were male participants.

Eighty-eight percent of the Black students and ninety-one percent of the White students indicated parents/guardians are anxious for them to enter a college/university after high school; not any Blacks and two percent of the White students reported parents are not anxious for them to enter college/university after high school. Twelve percent of the Black students and seven percent of the White students were uncertain about their parents' wishes for them after high school.

Five percent of the Black students and eleven percent of the White students have talked with a Clemson representative about entering Clemson after high school. Ninety-five percent of the Black students and eighty-

eight percent of the White students have not talked with a Clemson representative about entering Clemson after high school.

Eighty-one percent of the Black students and ninety-three percent of the White students reported father/guardian is regularly employed; while eighteen percent of the Black students and seven percent of the White students indicated father/guardian is unemployed.

Seventy-three percent of the Black students and sixty-eight percent of the White students indicated mother/guardian is regularly employed. Twenty-seven percent of the Black students and thirty-two percent of the White students reported mother/guardian is unemployed.

General Description of Plans for the Future

Ninety-four percent of the students in each ethnic classification plan to continue education after high school. One percent of the Black students and no White students indicated "no" plans to continue education after high school. Five percent of the students in each ethnic classification were uncertain about plans for continuing education after high school.

Seventy-three percent of the Black students compared with eighty percent of the White students have frequently talked with parents/guardians about plans for continuing education after high school. Seventeen percent of the Black students and fifteen percent of the White students seldom talked with parents/guardians about plans for continuing education, while six percent of the Black students and two percent of the White students never talked with parents about education after high school.

Three percent of the Black students and two percent of the White students indicated parents/guardians frequently discouraged application for admission to Clemson University. Four percent in each ethnic classification reported they were sometimes discouraged. Four percent of the Black students and six percent of the White students indicated that they were seldom discouraged. Eighty-eight percent of the Black students and eighty-seven percent of the White students reported they were never discouraged from applying for admission to Clemson University by parents/guardians.

Responses from thirty-four percent of the Black students compared with twenty percent of the White students indicated frequent talks with guidance counselors about educational plans after high school. Thirty-six percent of the Black students and thirty-nine percent of the White students reported talks sometimes. Nineteen percent of the Black students and twenty-two percent of the White students indicated seldom talks with the counselors. Thirteen percent of the Black students and eighteen percent of the White students reported having never talked with guidance counselors about educational plans after high school.

Sixty-seven percent of the Black students and forty-two percent of the White students reported a need for financial aid to continue education after high school. Eight percent of the Black students and nineteen percent of the White students will not need financial aid; while twenty-five percent of the Black students and thirty-eight percent of the White students were uncertain about financial aid needs.

Seventy-four percent of the Black students and sixty-seven percent of the White students indicated they would accept a part-time job to help pay for schooling while attending college. Four percent of the Black students and eight percent of the White students would not accept a part-time job. Twenty-one percent of the Black students and twenty-five percent of the White students were uncertain about accepting a job to help pay for schooling in college.

Seven percent of the Black students and eight percent of the White students had filed an application for admission to Clemson University, while ninety-two percent of the Black students and eighty-one percent of the White students had not filed an application for admission to Clemson.

Seventeen percent of the Black students, compared with ten percent of the White students, agreed that students attending Clemson University receive scholarships or financial aid. Nine percent of the Black students and eighteen percent of the White students disagreed, while seventy-four percent of the White students were uncertain about students receiving scholarships or financial aid at Clemson.

General Description:
Image of Clemson University

Forty-nine percent of the Black students, compared with forty-seven percent of the White students, agreed that Clemson University has a good program in the area they plan to major; six percent of the Black students and thirty-eight percent of the White students disagreed. Forty-four percent of the Black students and thirty-four percent of the White students were uncertain about Clemson's program in their intended major area.

Six percent of the students in both ethnic classifications agreed that academic standards at Clemson University are too high for them, while fifty-one percent of the Black students and sixty-four percent of the White students disagreed. Forty-two percent of the Black students and twenty-nine percent of the White students were uncertain if Clemson's standards were too high for them.

Response from forty-nine percent of the Black students and thirty-six percent of the White students indicated that they will attend Clemson University after high school if financial/scholarship aid is provided. Twenty percent of the Black students and twenty-seven percent of the White students would not attend Clemson with scholarship/financial aid. Thirty-one percent of the Black students and thirty-six percent of the White students were uncertain about attending Clemson with scholarship/financial aid.

Responses from seventy-one percent of the Black students and eighty-nine percent of the White students indicated that Clemson University's semi-rural setting is a good location for a college/university campus. Ten percent of the Black students and four percent of the White students disagreed. Eighteen percent of the Black students and six percent of the White students were uncertain as to Clemson's semi-rural setting.

Forty-one percent of the Black students and thirty-percent of the White students agreed that Clemson University is interested in Black students and thirty percent of the White students disagreed. Thirty-six percent of the Black students and forty percent of the White students were uncertain about Clemson's interest in Black students.

Fifty-three percent of the Black students and thirty-five percent of the White students indicated that they would like to join a fraternity/sorority if they attend Clemson University. Nineteen percent of the Black students and twenty-three percent of the White students would not like to join a fraternity/sorority at Clemson; twenty-seven percent of the Black students and forty-two percent of the White students are uncertain about joining a fraternity/sorority if they attend Clemson.

Thirteen percent of the Black students and five percent of the White students agree that Black students are usually treated differently from White students at Clemson; twenty-five percent of the Black students and thirty-seven percent of the White students disagreed. Sixty-two percent of the Black students and fifty-seven percent of the White students were uncertain about Clemson's treatment of Black students.

Responses from nine percent of the students in each ethnic classification agreed that most Black students attending Clemson University are not from the State of South Carolina; sixteen percent of the Black students and eleven percent of the White students disagreed, while seventy-five percent of the Black students and eighty percent of the White students were uncertain.

Thirty-five percent of the Black students and forty-six percent of the White students agreed that Black faculty and staff are treated as equals with other faculty and staff at Clemson University; while one percent of the Black students and two percent of the White students disagreed, sixty-three percent of the Black students and fifty-two percent of the White students were uncertain about treatment of Black faculty and staff at Clemson University.

Conclusions

The conclusions reached are based upon the findings of this study and are generally supported by other research in the field.

1. Five of every ten qualified* students, in each of the ethnic classifications, of public schools of the Third Congressional District for the State of South Carolina at the eleventh-grade level were female.

2. Nine of ten Black students compared with ten of ten White students were in the 16-17 year old category, while eight percent of the Black students and not any of the White students were in the 18-19 year old category.

3. Eighty-three percent of the Black students, compared with ninety percent of the White students, were following a college preparatory curriculum.

4. Nine of ten students in each ethnic classification plan to continue education after high school.

5. Sixty-seven percent of the Black students, compared with forty-two percent of the White students, will need financial aid to continue education after high school.

6. Eighty-eight percent of the Black students, compared with ninety-one percent of the White students, reported their parents/guardians are anxious for them to enter college/university after high school.

7. Seventy-four percent of Black students, compared with seventy-eight percent of the White students, indicated representatives from colleges had visited their schools to talk with students about education after high school.

8. Ninety-five percent of the Black students and eighty-eight percent of the White students indicated they have not talked with a Clemson representative about entering Clemson after high school.

9. Ninety-two percent of the Black students and eighty-one percent of the White students indicated they have not filed an application for admission to Clemson University.

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*Considered only were those students, reported by guidance counselors in sample schools of this study, scoring 78 or more on the Preliminary Scholastic Aptitude Test. Approximately nine percent of 891 eleventh-grade students were classified as Black and ninety-one percent were classed as White. All students volunteered participation in this study.

10. Seven of ten students in each ethnic classification indicated they will accept a part-time job to help pay for schooling while attending college.

11. Five of ten Black students, compared with four of ten White students, reported they would like to join a fraternity/sorority while attending Clemson University.

12. Seventy-four percent of the Black students and twenty-one percent of the White students reported the athletic program was not a major feature attracting them to Clemson University.

13. Sixty-five percent of the Black students and sixty-two percent of the White students indicated they have never talked with a guidance counselor specifically about entering Clemson University.

14. Eight of ten students, in each ethnic category, reported parents never discouraged application for admission to Clemson University.

15. Eight-two percent of the Black students and eighty-seven percent of the White students indicated plans for finishing at least four years of college.

16. There was no significant difference in percentages of students, in each ethnic classification, who agreed that students are graded fairly by teachers at Clemson University.

17. Five of ten students, in each ethnic category, agreed that Clemson has a good program in the area they plan to major.

18. Seventy-one percent of the Black students, compared with eighty-nine percent of the White students, agreed that Clemson's semi-rural background setting is a good location for a college/university campus.

19. Fifty-four percent of the Black students and seventy percent of the White students agreed that Clemson University is more interested in student academic achievements than the racial background from which they come.

20. Forty-six percent of the Black students, compared with thirty-five percent of the White students, indicated Clemson University is not the college/university they are interested in after high school.

21. Forty-one percent of the Black students and thirty percent of the White students agreed that Clemson University's interest in Black students is more athletic than academic.

22. Forty-nine percent of the Black students, compared with thirty-six percent of the White students, indicated they will attend Clemson University if financial/scholarship aid is provided.

23. Sixty-three percent of the Black students, compared with seventy-one percent of the White students, agreed that Clemson University provides equal opportunity for all students to get a good education.

24. In response to, "I would not attend Clemson University after high school even if financial/scholarship aid was provided," six of ten students disagreed.

25. Fifty-two percent of the Black students and thirty-seven percent of the White students agreed that Black students attending Clemson University were as qualified as others at the time of admission.

These are some areas of uncertainty indicated by student responses:

26. Fifty-one percent of the Black students, compared with forty-six percent of the White students, were uncertain if students at Clemson University received careful and adequate guidance and instruction from their academic advisors and teachers.

27. Fifty-six percent of the Black students and forty-two percent of the White students were uncertain if Clemson University is more interested in students from outside South Carolina than from within the state.

28. Forty-seven percent of the Black students, compared with fifty-four percent of the White students, were uncertain if campus life at Clemson University is one, big family of students and faculty.

29. Eight of ten students in each ethnic classification are uncertain if most of the Black students attending Clemson University are not from the State of South Carolina.

30. Six of ten students in each ethnic classification were uncertain if Black students are usually treated differently from White students at Clemson.

31. Seven of ten students in each ethnic classification were uncertain if most students attending Clemson University receive scholarship/financial aid.

32. Fifty-seven percent of the Black students and forty percent of the White students were uncertain if Clemson University is too expensive for them to attend.

33. Sixty-three percent of the Black students and fifty-two percent of the White students were uncertain if Black faculty and staff are treated as equals with others on staff at Clemson University.

34. Forty-four percent of the Black students and fifty-two percent of the White students are uncertain if most Clemson University students are employed in good paying jobs after graduating from the University.

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Appendix

DO NOT WRITE YOUR NAME OR MAKE OTHER IDENTIFYING MARKS ON THIS SCHEDULE.

TO: Eleventh Grade Students Scoring 78 or more on the PSAT

This questionnaire is given to you with the hope of learning more about you, your background, aspirations and attitudes. The information given may help Clemson University b tter understand potential student's image of the institution and plan programs that are more suited to your educational needs and interests. In that effort, your help is needed to insure as much accurate and complete information as possible.

Please read each of the items or statements in this questionnaire carefully and circle or write in the response that most accurately indicates your understandings, knowledge or opinion. After you have answered all the questions, return the questionnaire to the Clemson representative.

Your cooperation is appreciated and will be most helpful.

STATEMENT

"This activity has been approved by the Clemson University Committee for the Protection of Human Subjects. The Committee administers both the General Assurance of Compliance with the United States Department of Health, Education, and Welfare Policy for the Protection of Human Subjects and the University policy covering the protection of Human Subjects. The Committee may be contacted, through the Chairman, by calling 803/656-2375. Your voluntary response to this request constitutes your informed consent to your participation in this activity."

Please do not write in this space.

1. Stratum (a) 0 1 (b) 0 2 (c) 0 3

PLEASE READ: You are asked to complete the following statements by writing in or circling the appropriate response as it relates to you and members of your family.

2. I am: (a) female, (b) male

3. I am: (a) Black, (b) White, (c) other

4. I am: (a) 16, (b) 17, (c) 18, (d) 19, (e) 20 or more years of age.

5. I live with: (a) both parents, (b) father only, (c) mother only, (d) relatives, (e) foster parents, (f) natural father - step mother, (g) natural mother - step father

6. I have _____ brothers and sisters living at home.

(Parents or Guardian, hereafter, refer to adults in your home responsible for your well-being)

7. Besides parents or guardians, brothers, sisters and me living at home are: (a) no one else, (b) grandfather(s) _____, (c) grandmother(s)_____, (d) aunt(s) _____, (e) uncle(s)_____, (f) nephew(s)_____, (g) niece(s)_____, (h) ohter (specify)_____

8. In high school, I am following: (a) General curriculum, (b) Vocational Trade/Technical Curriculum, (c) College Preparatory Curriculum, (d) other (specify)_____

9. The subject I like best in high school is: (a) English, (b) Mathematics, (c) Sciences, (d) Social Studies, (e) Other (specify)_____

10. The subject I like least in high school is: (a) English, (b) Mathematics, (c) Sciences, (d) Social Studies, (e) Other (specify)_____

11. My father or guardian is regularly employed: (a) no, (b) yes

12. My father or guardian is employed as a:_____ at
(What does he do)

_____.
(Where does he work?)

13. My mother or guardian is regularly employed: (a) no, (b) yes

Please do not write in this space.

14. My mother or guardian is employed as a _____
(What does she do?)

_____.
(Where does she work?)

15. The highest academic level my father completed in school was: (a) elementary school (1-6), (b) junior high school (7-8), (c) high school (9-12), (d) vocational/ trade school, (e) junior college (2 years), (f) senior college (4 years), (g) masters degree or above, (h) other (specify)_____

16. The highest academic level my mother completed in school was: (a) elementary school (1-6), (b) junior high school (7-8), (c) high school (9-12), (d) vocational/ trade school, (e) masters degree or above, (h) other (specify)_____

PLEASE READ: You are asked to complete the following statements by circling the appropriate response as it relates to you.

17. I plan to continue my education after high school. (a) no, (b) uncertain, (c) yes

18. I will need financial aid to continue my education after high school. (a) no, (b) uncertain, (c) yes

19. My parents or guardians are anxious for me to enter a college/university after high school (a) no, (b) uncertain, (c) yes

20. Representatives from colleges have visited our school to talk with students about education after high school. (a) no, (b) uncertain, (c) yes

21. I have received bulletins, printed matter or application forms from the colleges of my choice. (a) no, (b) uncertain, (c) yes

22. A Clemson University representative has visited our school to talk with students about education after high school. (a) no, (b) uncertain, (c) yes

23. I have talked with a Clemson University representative about entering Clemson after high school. (a) no, (b) yes

24. I have parents or guardians, sisters and/or brothers who attended or graduated from Clemson University. (a) no, (b) uncertain, (c) yes

25. I have friends and classmates who plan to enter Clemson University, (a) no, (b) yes

28

26. I have filed an application for admission to Clemson University, (a) no, (b) yes

29

27. I will own an automobile while attending college. (a) no, (b) uncertain, (c) yes

30

28. I would accept a part-time job to help pay for my schooling while attending college. (a) no, (b) uncertain, (c) yes

31

29. I would like to join a Fraternity/Sorority if I attend Clemson University. (a) no, (b) uncertain, (c) yes

32

30. The athletic program is a major feature attracting me to Clemson University. (a) no, (b) yes

33

PLEASE READ: You are asked to complete the following statements by circling the appropriate response as it relates to you. (a) never, (b) seldom, (c) sometimes, (d) frequently

31. I have visited Clemson University's campus. (a) never, (b) seldom, (c) sometimes, (d) frequently

34

32. I have talked with guidance counselors about work, instead of furthering my education, after high school. (a) never, (b) seldom, (c) sometimes, (d) frequently

35

33. I have talked with guidance counselors about educational plans after high school. (a) never, (b) seldom, (c) sometimes, (d) frequently

36

34. I have talked with guidance counselors specifically about entering Clemson University. (a) never, (b) seldom, (c) sometimes, (d) frequently

37

35. I have been encouraged by guidance counselors to apply for admission to Clemson University. (a) never, (b) seldom, (c) sometimes, (d) frequently

38

36. I have talked with my parents or guardians about work instead of furthering my education after high school. (a) never, (b) seldom, (c) sometimes, (d) frequently

39

37. I have talked with my parents or guardians about plans for continuing my education after high school. (a) never, (b) seldom, (c) sometimes, (d) frequently

40

Please do not write in this space.

41 38. I have talked with my parents or guardians about financial support for continuing my education after high school. (a) never, (b) seldom, (c) sometimes, (d) frequently

42 39. I have talked with my parents or guardians specifically about entering Clemson University. (a) never, (b) seldom, (c) sometimes, (d) frequently

43 40. My parents or guardians discouraged me from applying for admission to Clemson University. (a) never, (b) seldom, (c) sometimes, (d) frequently

44 41. I have talked with my teachers about entering Clemson University. (a) never, (b) seldom, (c) sometimes, (d) frequently

45 46 42. If I attend college, I plan to major in _____.

47 43. After high school, I plan to finish (a) vocational trade/technical school, (b) junior college (2 years), (c) senior college (4 years), (d) masters degree, (e) professional degree, (f) other (specify)_____

48 44. Friends, classmates and I talk about the college/university we wish to attend after high school. (a) never, (b) seldom, (c) sometimes, (d) frequently

PLEASE READ: Regardless of what you may have been told or may have heard about Clemson University, please read the statements that follow carefully and indicate the extent to which you agree or disagree.

49 45. Students at Clemson University receive careful and adequate guidance and instructions from their academic advisors and teachers. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

50 46. Clemson University is more interested in student scholarship than family backgrounds of students enrolled. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

51 47. Students are graded fairly by teachers at Clemson University. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

52 48. Among the students who apply for admission to Clemson University only the most qualified are admitted. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

53 49. Clemson University has a good program in the area I plan to major. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

54 50. Clemson is an "elite" university interested in students from "well-to-do" families. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly strongly disagree

55 51. Clemson's semi-rural setting is a good location for a college/university campus. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

56 52. Clemson University is more interested in student academic achievements than the racial backgrounds from which students come. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

57 53. Clemson is the college/univeristy I am most interested in after high school. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

58 54. My parents are anxious for me to enter Clemson University after high school. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

59 55. Clemson University's interest in Black students is more athletic than academic. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

60 56. Clemson University is too close to my home for me to be happy while attending college. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

61 57. Clemson University is more interested in students from outside South Carolina than form within the state. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

62 58. Academic standards at Clemson University are too high for me. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

63 59. I will attend Clemson University after high school if financial or scholarship aid is provided. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

Please do not write in this space.

64 60. Clemson University is to far from my home for me to be happy while attending college. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

65 61. Campus life at Clemson University is one big, happy family of students and faculty. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

66 62. Most of the Black students attending Clemson University are not from the state of South Carolina. (a strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

67 63. Clemson University's academic standards are too low for me. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

68 64. Black students are usually treated differently from white students at Clemson. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

69 65. Clemson University provides scholarship or financial aid for all students who apply for it. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

70 66. Clemson University provides an equal opportunity for all students to get a good education. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

71 67. I would not attend Clemson Univeristy after high school even if financial or scholarship aid was provided. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

72 68. Most students attending Clemson University receive scholarship or financial aid. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

73 69. Most students attending Clemson University become dissatisfied with campus life. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

Please do not write in this space.

74 70. Students attending Clemson University usually do not receive good advice and instruction from their academic advisors and teachers. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

75 71. Black students attending Clemson University were as qualified as others at the time of admission. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

76 72. Clemson University is too expensive for me to attend. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

77 73. Black faculty and staff are treated as equals with other faculty and staff at Clemson University. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

78 74. While attending Clemson University I would want a roommate whose ethnic orgin is the same as my own. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

79 75. Most Clemson students are employed in good paying jobs after graduating from the university. (a) strongly agree, (b) agree, (c) uncertain, (d) disagree, (e) strongly disagree

80 76. List at least three or more reasons for choosing Clemson University as your university after high school.

(a)_____

(b)_____

(c)_____

(d)_____

(e)_____

81 77. List at least three or more reasons for <u>not</u> choosing Clemson University as your university after high school.

(a)_____

(b)_____

(c)_____

(e)_____

January 21, 1982

Dr. James E. Johnson
423 Fielding Lane, S.W.
Atlanta, GA 30311

Dear Dr. Johnson:

Thank you for the observations and suggestions made, January 18. They were most helpful and appreciated in revising the questionnaire and planning the data collecting process.

Enclosed are twenty copies of the questionnaire for the field-test and one copy of the oral statement to be read to participating students prior to administering. An error at item 12, in the codes section, has been noted. That, however, should not detract from this over-all effort. For the administering, since I will not be present, please ask students and the person administering to list any difficulty with or question raised concerning the instrument in this process. Those will be dealt with when the completed forms are picked up; and useful in a final revision.

My plans are to contact you January 28-29 regarding the progress made in this venture.

With kindest regards, I am

Sincerely,

Oliver R. Lumpkin
Associate Professor of Education

ORL/br

Enclosures

February 1, 1982

Dear

Dr. Oliver Lumpkin, an Associate Professor in the College of Education at Clemson University, will be conducting a study in the Third Congressional District of the State of South Carolina involving eleventh grade students. The study focuses on images that selected Black students have of a desegregated, public, southern university. These images will be compared with images of other similar qualified students. The results of this study should provide additional insights for making recommendations for more effective recruiting procedures and program planning for prospective college students.

Dr. Lumpkin has talked with me several times concerning his study. This proposal is sound and I am asking you and your eleventh grade students to participate in the study. Participation will require little time, possibly twenty minutes of student time. The student will be asked to complete a simple questionnaire. The questionnaire can be administered by Dr. Lumpkin, your counselor, or designate, whichever is most convenient for your schedule. In either case, Dr. Lumpkin will come to your school to pick up completed forms.

No information gathered in this study will be identified or singled out for discussion or comment from the standpoint of individuals - students or faculty, county or school.

In a few days, Dr. Lumpkin will call you at school to answer questions and/or provide additional information you may require. If you and your eleventh grade students have no objections to participating in this study further details can be worked out at the time of his call. If however, you feel you cannot participate in this study, you may inform Dr. Lumpkin when he calls your school.

Your cooperation and participation will be appreciated.

Sincerely,

Harold F. Landrith
Dean

February 22, 1982

Dear

Under separate cover, I am sending to you ____ copies of a questionnaire with directions and a short form for information about your school enrollment. It is important that students completing this schedule understand the attached directions before they begin. Extra copies were included for unforeseen needs. Should problems arise concerning the administering, please contact me at 656-3484.

After March 15, I shall call your school to arrange a date for picking up the compeleted questionnaires and the short form. Your participation and cooperation in this study are most helpful and appreciated.

Sincerely,

Oliver R. Lumpkin
Associate Professor of Education

ORL/bjr

April 21, 1982

Dear

Thank you, your staff, and eleventh grade students for the support and cooperation given the data collection process of my study. An examination of responses to directions, questions and statements on the questionnaire indicates all were clearly understood. Your invaluable contributions permit me to take the next step - data compilation with confidence.

Best wishes for your continued success in efforts to build quality programs of education for students in the secondary schools of South Carolina.

Sincerely,

Oliver R. Lumpkin
Associate Professor of Education

ORL/br